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ABSTRACT

This volume, from a set of documents on planning for inservice teacher education, provides an overview of the process and a set of tasks in program planning. The primary function of the tasks is to assist staff in the articulation of fundamental principles and guidelines for site-specific inservice programs. The initial step is the establishment of a planning committee, charged with the task of determining the present state of inservice education in the target school. Its major activity is to conduct a series of workshops for target teachers to give them a sense of participation and to elicit ideas on what the inservice program should be like. From this input, and from the agendas, mandates, and constraints of participating agencies, the committee can then propose principles and guidelines for an inservice plan. A fourteen-step process for plan development is presented. Appendices present eight tasks to be completed in the workshop, a bibliography of literature on inservice education, and transparency masters and script for a slide show presentation. (MJB)

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PLANNING AN INSERVICE PROGRAM

A Process Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Western Washington State College
Bellingham, Washington
January, 1977

A PLANNING PROCESS FOR INSERVICE EDUCATION

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PREFACE

The importance of the continuing education of teachers is difficult to exaggerate. The reports of national and state examinations imply that the quality of teaching has done little to offset the advantages some pupils have over others by virtue of their home backgrounds. Children in schools serving wealthy families do better on national examinations than children from schools serving poor families*. The differences between these populations seem relatively stable from year to year. Furthermore, the massive efforts of compensatory education programs have done little to modify this general finding. Apparently the national effort in the '60's and '70's to educate a new generation of teachers with advanced techniques for implementing learning had little impact upon a growing and subtle elitism in American education.

Now, in 1976-77, teachers are staying in the profession longer. In the '50's and '60's a new teacher, on average, left the profession after fewer than three years of practice. In addition, fewer new teachers enter each year. For the first time in many generations of school children there is a chance to affect the education of children through a national effort to upgrade the performance of the teachers who presently manage today's classrooms, and in all likelihood will continue to manage classrooms for a considerable period of time. It is still possible, optimists among educators believe, to help teachers make a difference in the intellectual and social growth of children from <u>all</u> the homes in the nation.

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* For example, 1976 test results in basic skills for all fourth grade pupils in the State of Washington seem to support this observation.

But there appear to be no principles or guidelines for effective inservice education! Inservice education has no tradition, no recognized pattern of orderly and continuing development of professional teaching skills. The fact that there was a Request for Proposals which resulted in this Planning Process for Inservice Education supports the observation that educators who would increase their efforts to improve the performance of teachers have no significant body of knowledge available to guide their planning.

This model for a Planning Process for Inservice Education represents the best thinking over a period of six months of a group of teacher educators in western Washington State. The process of developing the model had these stages:

1) After the Contract was negotiated, a staff was recruited--a Design Team, a Panel of Consultants, and a faculty of a public school to field-test the product of the Design Team.

2) The Design Team reviewed the available literature on inservice education.

3) The Design Team prepared a set of "principles for effective inservice education", gleaned from the literature. The Panel of Consultants reviewed the list and recommended revisions.

4) The Design Team developed a tentative model for effective inservice education based upon the revised principles. The Panel of Consultants also reviewed this tentative model. There was surprisingly little disagreement among the members of both committees.

5) The Director of the Contract presented the model for effective

inservice education to a committee of the Amercian Association of Colleges of Teacher Education, at the committee's invitation. The presentation was one of five. It was the Director's impression, shared by the AACTE committee, that the five presentations of inservice models represented programs that were quite different but effective in their different ways for their own constituents. There must be more than one model for effective inservice education, and these different models may well be radically different.

6) This observation was the turning point for the Western Washington team. The team viewed the model they had devised as one of several possible models, rather than the one to be proposed as the product of their contract with the U. S. Office of Education. The Design Team set about the task of developing a process for models with variable standards for effectiveness.

7) The key for the Planning Process developed by the Design Team, is a rigorous exercise by the local participants leading to a definition of the purpose for their inservice education program. There may be differences among effective inservice programs, but these differences must reflect local values concerning the further education of teachers.

8) The new approach was presented to ten directors of Teacher Corps projects. They analyzed the process both as to its content and as to its feasibility for local implementation.

9) The Panel of Consultants was enlarged to include three more classroom teachers, selected by the professional organizations. The expanded panel then criticized the Planning Process.

10) The revised Planning Process was tested by 30 elementary teachers, the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed in order to develop a specific inservice plan.

11) Final revisions were made in the documents and in the slide-tape presentation.

The Western Washington State College team believes that this model of a planning process is useful and has wide applicability. The team doesn't know, of course, that the process is really valid, and won't know until team members have analyzed the results of this planning process in several situations. We foresee changes in the process, but we present this as the product of our contract with the U. S. Office of Education, Teacher Corps, with a sense of professional satisfaction from what has been a challenging task for a significant national purpose.

Herbert Hite
December, 1976

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INTRODUCTION:

This guide provides an overview and a set of tasks to be used in developing a plan for a teacher inservice education program. An accompanying document describes a generic model for inservice education based on authoritative opinion and research. The combination of the two documents provides a framework for developing a comprehensive plan for inservice education which is site-specific. In addition to the process guide and the description of the generic model, a slide-tape presentation and a booklet are available; the slide-tape and the booklet can be used to introduce the planning process to the teachers in the target school.

The four documents represent an approach that enables the staff of a target school to plan an inservice program which meets the regulations and intent of federal and state guidelines without at the same time preempting the right of the local school staff to develop their own inservice program.

The primary function of the tasks described in this paper is to assist the staff in the articulation of the fundamental principles and guidelines for the development of a plan for local inservice education. The primary intent of the planning guide is to present a step-by-step procedure that when followed leads to a site-specific inservice education program. The teachers in the target school should be comfortable with the plan because they have had a hand in developing it.

These materials have been prepared under a Teacher Corps grant. The information presented may be useful to someone preparing an initial request for funding a Teacher Corps project, but this is only a secondary consideration.

IMPLEMENTATION STRATEGY:

The literature on inservice education supports the notion that teachers

tend to favor a highly individualized approach to career development. Research has indicated that teachers are more likely to benefit from in-service training if they are part of the decision-making process rather than merely recipients of a preplanned program. The key to a successful inservice program is that its goals are congruent with those of the teachers being served.

A collaborative approach is essential. The initial step in the planning process is to establish a planning committee. The membership of this committee should reflect the composition of the governing body of the agencies who will participate in the inservice program. The actual composition will be determined locally, but it is recommended that there be representation from the local school administration, the teacher's association, parents and, if possible, a local college or university. This process guide was written for use by the planning committee.

The major responsibility of the planning committee is to determine the present state of the art of inservice education in the target school, to elicit ideas from the school staff on what the inservice program should be like, and finally to prepare a realistic plan for local inservice. The planning committee in essence does a discrepancy analysis of the inservice opportunities of the target school.

The planning committee serves as a resource group for the inservice program, and when and if it is implemented, it could also be assigned the responsibility of monitoring and evaluating the program.

The major activities of the planning committee during the initial phase is to conduct a series of workshops for the teachers in the target school. The tasks for the workshops are described in detail in Appendix A. The intent of the workshops is to give the teachers a sense of participation

by establishing their opinions on the "as is" and "should be" of their inservice program. Based on this input, and the agendas, mandates and constraints of the participating agencies, the planning committee proposes principles and guidelines for an inservice plan. Approval is required from both participating agencies and the teachers. The inputs from the teachers and their approval of the plan is the key to establishing the "ownership" of the program.

The planning committee is essentially responsible for completing the information grid which is presented in Figure 1. There may be many ways of obtaining the necessary information and preparing the framework for the inservice plan. The procedure described below is one which has been field tested and found satisfactory.

Figure 2 contains an example of the kinds of information and ideas that could be generated by the planning process.

PROCEDURE:

1. A planning committee is established. The purpose of the planning committee is to facilitate the development of a local inservice program. The membership, organization and governance of the planning committee is determined locally.

2. The planning committee becomes familiar with the literature on inservice education (Appendix B). Of particular importance is an understanding of the generic model for inservice education.

3. The planning committee conducts the first workshop with the teachers in the target school. The purpose of the workshop is to stimulate the teachers into thinking about alternative models for inservice education and to have them describe the present inservice model being used in their

	AS IS	SHOULD BE	CONSTRAINTS	COULD BE	BEGINNING
SOURCE OF INFORMATION	teachers	teachers	planning committee	planning committee	planning committee
APPROVAL	...	...	participating agencies	participating agencies/ teachers	participating agencies/teachers
DEFINITION OF INSERVICE EDUCATION	Task II	Task I	Task IV		
GOVERNANCE OF INSERVICE	Task III	Task III	Task IV		
ROLE OF TEACHERS	Task V	Task V	Task IV		
RESOURCES	Task VI	Task VI	Task IV		
REWARDS & MOTIVATION	Task VII	Task VII	Task IV		

Figure 1: INFORMATION GRID FOR THE PLANNING PHASE OF AN INSERVICE PROGRAM (PROCESS A)

WHAT IS ?	WHAT SHOULD BE ?	WHAT COULD BE ?
Individual teachers select courses and activities.	Activities should be directed at meeting identified student needs.	Student needs could be identified and an inservice program planned.
District administration plans programs and requires and/or encourages participation.	Programs should be planned by a team representing staff, district and delivering agency.	Joint committee for inservice education can be established.
Assessment of pupil needs are based upon formal and informal observations.	There should be a systematic assessment of needs.	There could be a systematic assessment of needs.
College offers programs based upon intuitive perception of needs.	Information on specific needs should be available to college faculty.	Working relationship with college could be established.
Programs mandated by state and federal legislation requires additional training of staff.	District should establish local programs.	Required programs do not seem reasonable at this time.
District funds for inservice education are limited.	A minimum of 5% of the instructional budget should be allocated to staff development.	Staff development could be established as a budget item.

Figure 2: Examples of the kinds of data collected through the program planning process.

own school. The teachers view the slide-tape presentation and do worksheets I, II, and III.

4. The worksheets from the first workshop are collected and reviewed by the planning committee and a tentative definition and structure is proposed for the inservice program. The planning committee may or may not be part of the recommended governance structure.

5. The planning committee does Task IV, and prepares lists of agendas, mandates and constraints for distribution at the second workshop. (This task could be done earlier, if desired.)

6. The planning committee conducts the second workshop. The tentative definition of inservice and the governance structure is presented and discussed. Closure is avoided at this point. The teachers complete activities V through VIII.

7. A tentative set of assumptions and guidelines are prepared by the planning committee based on the teachers' responses in the two workshops.

8. The planning committee presents the principles and guidelines to the advisory council review and approval.

9. The planning committee presents the principles and guidelines to the teachers for review and approval. Any negotiations or revisions are handled through the committee. (At this point the planning would have been through Process A as described in the manual.)

10. With assistance of the planning committee, the teachers would initiate a needs assessment and whatever other study and/or action groups that might be necessary to plan the inservice program. The responsibility for the actual planning document would have to be determined by the conditions at the site and the general type of program that is envisioned. (This step is essentially Process B in the generic model. The procedures for Process B are not described in this document because they will tend to

be site-specific.)

11. A plan for the inservice program is prepared.

12. The plan is evaluated by the planning committee. The plan will be judged against the criteria established for the generic model. (This step is Process C in the manual.)

13. The plan and the evaluation of the plan is submitted to the teachers for review and endorsement.

14. If external funding is required, as it would be for Teacher Corps programs, a proposal would be submitted to the appropriate agencies.

SUMMARY:

What this process guide suggests is that during the planning phase of a program, a committee becomes responsible for the articulation and negotiations of a series of principles which are then used as guides for the preparation of a plan for the inservice component of the project. The intent of the procedure described is to acknowledge that the teachers are, in fact, the "owners" of their inservice program, but that it must be developed within certain constraints and conditions. The product of the process is a plan which has been developed by the staff of the target school. The plan is site-specific and tends to the needs of the children in the local school.

The planning process attempts to get the teachers involved and thus increase the likelihood of initiating real and meaningful changes in the educational opportunities of the school.

APPENDIX A

PROCEDURES FOR ESTABLISHING LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK I

Establish a definition of inservice education for the staff of the target school.

Overview: The purpose of this task is to get the staff of the target school to begin to think about the assumptions and conditions of their present inservice program, and to have them suggest an ideal definition of inservice education.

It will be the responsibility of the planning committee to review the definitions and revise them if necessary, to meet the guidelines or mandates of participating agencies. A revised definition will be submitted to the teachers before they complete Tasks IV through VIII.

Step	Activity	Objective
1	The facilitator appointed by the steering committee arranges for an hour and a half workshop with the staff of the target school.	Participation by the entire teaching staff of the target school to establish their prominent role in the planning process.
2	Filmstrip on planning an inservice program.	To give staff some overview of the development of an inservice program and suggest some models for inservice education.
3	Teachers complete Worksheet I.	To have the teacher agree on what a good definition of inservice education might be.
4	Teachers report on and discuss their definitions.	To prepare an operational definition of inservice education.
5	The planning committee reviews the definitions of the ideal inservice program and refines them to meet constraints and mandates.	To allow for interaction between smaller groups.

WORKSHEET I: DEFINITION

The filmstrip and discussion that preceeded this activity attempted to describe some meaningful and relevant inservice programs that might be possible to develop at your school. A major notion of the planning process is that the teachers must plan their own programs, and that it should not be imposed from outside.

There is a wide range of definitions of inservice education. In the filmstrip you had the opportunity to hear and see at least three (good) inservice programs which used different definitions. The purpose of this activity is to try to establish a definition that would be appropriate to your school within the constraints, agendas and mandates of the participating agencies.

Groups of six to ten teachers will perform this activity. If the facilitator has not done so already, he will soon break the faculty down into appropriate groups. At that time you will be free to discuss the definitions that are presented below and try to come to a consensus within the group on a definition that will be appropriate for your own inservice gram.

If there is no general agreement, then the group is asked to recommend a definition that they would find appropriate. This definition can combine elements of the definitions presented, or it can be a completely new composition.

The three definitions discussed in the filmstrip were:

1) Activities designed to meet the specific needs of pupils.

2) Any activity pursued by a teacher that relates to his/her professional development.

3) Activities designed to meet the needs of teachers in their primary role as instructional leaders.

After discussing the definitions, each group will try to come to a consensus on which of the definitions would be best for the local inservice program.

Some time will be provided for discussion between groups before one copy of the second page of this worksheet is collected from each group.

WORKSHEET I: DEFINITION

Page 2 of 2

Our group of _____ members agreed that definition 1, 2, 3 would be the best for the local inservice program.

OR

Our group of _____ members did not prefer one of the three alternatives suggested and would like to propose the following definition:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Note: one copy of this sheet will be collected from each discussion group.

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS, AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK II

Evaluation of previous inservice activities by the teachers

Overview: This activity or task is designed to have the teachers review their own professional development activities for the past five years. It is hoped that they will begin to think about inservice education in a broader context than the faculty meetings and workshops associated with curriculum changes at the local level.

The information should be helpful to the planning committee in their considerations of the delivery system for the inservice program. It is expected that the teachers will indicate some preferences which could be useful data.

Step	Activity	Objective
1	After the discussion and collection of worksheet I, Worksheet II would be distributed.	
2	After reading the worksheet, the teachers would be encouraged to talk among themselves in the small groups about the task.	To have the teachers recall as many different activities as possible.
3	Teachers would be asked to complete the worksheet.	To obtain some quantitative data on previous inservice activities.
4	The planning committee would review the worksheets looking for patterns or consensus.	To establish the "what is" for local inservice.

WORKSHEET II: PREVIOUS INSERVICE PROGRAMS

Every teacher participates in some form of inservice or professional development activities. In the planning of any new program it is important to know what is presently being done. Your experience in the past and what you think about them will be important data for the planning committee.

Below are listed a variety of inservice or professional activities that you may have participated in. Consider only the past five years. In as many categories as are appropriate, label any activity and state two or three outstanding characteristics. For example, Textbook Adoption Workshops: Math ('74), necessary, follow up needed, well done.

Some teachers may have more than one activity under a particular type. They should use the extra spaces provided on the second page. These same spaces can be used for types of activities that are not listed.

Type of Activity	Label	Outstanding Characteristics
Local Inservice Workshops	_____;	_____
Faculty Meetings	_____;	_____
Curriculum Meetings	_____;	_____
Evening Classes	_____;	_____
Afternoon Classes	_____;	_____
Summer Classes	_____;	_____
State Inservice Workshops	_____;	_____
Educational Television	_____;	_____
Professional Meetings	_____;	_____
Inservice Day Institutes	_____;	_____

WORKSHEET II: PREVIOUS INSERVICE PROGRAMS

Page 2 of 2

Type of Activity	Label	Outstanding Characteristics
Teacher Manuals	_____;	_____
Professional Magazines	_____;	_____
Independent Reading	_____;	_____
Textbook Adoption Workshops	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____
_____	_____;	_____

Comments:

_____

_____

_____

_____

_____

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK III

Establish a structure for governing the inservice program.

Overview: It is possible that the implementation of the inservice program could result in a change in the general pattern of control of inservice programs in the target school. It is the purpose of this task to determine the present decision making process, and to determine if the teachers desire a change in the decision making process which determines the inservice program.

In conjunction with this activity, the planning committee would have to examine the constraints imposed by the state, local school districts and other governing structures and decision making.

Step	Activity	Objective
1	As a continuation of the workshop in which Worksheet I was completed, each teacher would be asked to respond to the following two questions:	
	A. Who or what agencies determine the content and the participation in your present in-service program?	To determine the present state of governance in the local inservice program.
	B. In the best of all possible worlds, who or what agency could best determine the content method in the inservice program for your school building? If there were to be more than one agency, how could they share the responsibility and authority?	To determine if the teachers wish a change in the control of their inservice program.
2	Allow for some discussion among the groups.	To prepare an operational governance structure for the local inservice program.
3	The planning committee should review and reduce the responses to the two questions to two representative responses.	

WORKSHEET III: GOVERNANCE

We would like each of you to answer the following two questions in the space provided. This is an individual activity.

1) Who or what agencies determine the content and the participation in your present inservice program?

2) In the best of all possible worlds,who or what agencies could best determine the content and the participation in an inservice program for your school building? If there were to be more than one agency, how could they share the responsibility and authority?

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK IV

For Planning Committee Only

Establish a list of priorities, reguirements and regulations for the participating agencies.

Overview: In planning an inservice program it is essential that all participants understand that there are a number of priorities, requirements, and regulations that must be considered if the necessary groups are going to be cooperative. It is the purpose of this task to make available to the teachers the guidelines under which they will have to operate and plan.

The preparations of the lists will be the responsibility of the planning committee, not the teachers. They will be provided with copies of the lists. An example of a list, based on Teacher Corps participation, is attached.

Step	Activity	Objective
1	The planning committee prepares a list of the priorities, requirements, and regulations of the local school district that might affect the inservice project.	To establish the local conditions that might affect the planned inservice program.
2	The planning committee adds to this list the priorities, requirements, and regulations of the cooperating college and state education office (if these agencies are to be involved) which might affect the inservice project.	To establish the limitations of the participation of the college or university and the state education office.
3	Distribute copies of the Worksheet IV at the beginning of the second workshop.	To make the faculty aware of the limitations under which their inservice program must operate.

WORKSHEET IV: PRIORITIES, REQUIREMENTS AND REGULATIONS

TEACHER CORPS: AN EXAMPLE

PRIORITIES:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families.
2. To encourage colleges and universities to broaden their programs of teacher preparation.
3. To initiate federal, state and local collaboration for change in local institutions.
4. To have the community play a role equal with the school and the institution of higher education in governing projects.
5. To develop school-based experiences and teacher education.
6. To increase and strengthen multi-cultural education at all levels.

REQUIREMENTS:

1. The program must focus on the staff of a single school or a department of a large high school.
2. The program must be field based.
3. Teachers must be involved in the program planning and implementation.
4. The program must be coordinated with the preservice program of Teacher Corps interns.
5. The program should assist teachers in improving their diagnostic and prescriptive skills.

REGULATIONS:

1. All materials purchased become the property of Teacher Corps.
2. No funds can be used to pay local teachers for doing their normal work assignments.
3. All funds used must be approved by the director of the project.
4. All materials developed through the efforts of the project are in the public domain.
5. Budget allotments cannot be changed without approval of National Teacher Corps.

WORKSHEET IV: PRIORITIES, REQUIREMENTS AND REGULATIONS (Example)

Page 2 of 2

Note: Similar listings should be prepared for the local school district, the teachers' association, any parent groups that are involved, the participating college, and any other organized group which has a responsible role in the inservice program.

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK V

Establish the role of the individual teacher in the inservice program.

Overview: The role of a teacher in an inservice program can vary from one in which the teacher is simply a receptor to one in which the teacher is an active participant who initiates, plans, and implements his own program. The purpose of this activity is to determine how the staff of the target school view their role and how they might wish to have it changed.

Step	Activity	Objective
1	The teachers will be presented the recommendations of the planning committee which resulted from Tasks I through IV.	
2	After some discussion, the teachers will be asked to vote on the proposed definitions and/or a modification of the definitions proposed.	To establish acceptance of the definition inservice education generated through Tasks I and II.
3	The teachers will complete a survey (Worksheet V) in which they describe how they perceive their past and present roles in inservice education and what their roles might be like under the definitions adopted.	To establish "as is" and "should be" regarding the teacher's role in inservice.
4	After the workshops, the planning committee will summarize the survey.	
5	The planning committee makes recommendations for roles in inservice programs.	To establish "could be" regarding various roles in inservice.
6	Recommendations will be presented to teachers for discussion and approval at a later meeting.	To establish acceptance of local program.

WORKSHEET V: ROLES

The role of a teacher and other professional staff members in an inservice program can vary over a wide range. We are interested in your perceptions of your role, and the roles of others, in past inservice programs, and how you might like to see your participation in the future.

In your previous inservice programs were you an active participant in the planning and implementation or were you merely a receptor of a program developed by someone else? Were you a volunteer or was your participation required or coerced?

In the space provided below briefly describe your role in your previous inservice programs.

Now, considering the definition of inservice education developed for your local inservice program, try to define or describe the role of a teacher in the program being planned.

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK VI

Identification of the funds, materials and other resources that might be needed for the local inservice education program.

Overview: More frequently than not, the teachers in a particular school have been participants in a number of different forms of inservice education. The programs have been financed by the teachers, by the school district, by the state and in combinations. Many inservice programs are disorganized; financial support tends to be even less organized. (As disorganized as many inservice programs are, the financial support is generally worse.) It is the purpose of this task to clarify the sources of financial aid to the local inservice education.

The planning committee will have to try to determine what resources are available for the inservice component in order to try to match them with the teachers' requests.

Step	Activity	Objective
1	The teachers will complete a questionnaire on the utilization of resources for their personal inservice programs over the past five years and their suggestions for future utilization - Worksheet VI.	To determine the "as is" and "should be" on the utilization of resources.
2	After the workshop, the planning committee will tally the surveys from the teachers.	
3	The planning committee will determine the availability of resources from participating agencies.	To determine the constraints and available funds.
4	The planning committee will prepare a set of recommendations for allocation of resources.	To determine the "could be" for resources and how the program might start.

WORKSHEET VI: RESOURCES

The whole question of who has been paying for inservice education and/or staff development has not been resolved over the years. The situation varies from one school to another, and in some cases from one teacher to another. What we would like you to do in this exercise is to check off the sources of funds and materials that you have used for your own inservice or professional development in the past five years. If you have not been teaching more than five years, just use the time since you completed your undergraduate degree or initial certification.

Check each appropriate space:

_____ 1. Personal Funds
- _____ A. Time
- _____ B. Books
- _____ C. Tuition
- _____ D. Materials/Supplies

_____ 2. School District Funds
- _____ A. Time
- _____ B. Books
- _____ C. Tuition
- _____ D. Materials/Supplies
- _____ E. Released Time
- _____ F. Consultants (District Employees)
- _____ G. Consultants (Special Contract)
- _____ H. Travel
- _____ I. Registration Fees at Conferences
- _____ J. Per Diem

_____ 3. State Funds
- _____ A. Books
- _____ B. Tuition
- _____ C. Materials/Supplies
- _____ D. Consultants
- _____ E. Travel
- _____ F. Registration Fees
- _____ G. Per Diem
- _____ H. Stipend
- _____ I. Released Time

_____ 4. Federal Funds
- _____ A. Books
- _____ B. Tuition
- _____ C. Materials/Supplies
- _____ D. Released Time
- _____ E. Consultants
- _____ F. Travel
- _____ G. Registration Fees
- _____ H. Per Diem
- _____ I. Stipend

Using the definition of inservice education developed in Worksheet I in these program development exercises, where do you think the funds for inservice education should come from:

1. Personal Funds _____%
2. School District Funds _____%
3. State Funds _____%
4. Federal Funds _____%
5. Other: (specify) _____%

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK VII

Establish a suitable reward system which will be motivating to the teachers in the local inservice program and acceptable to participating agencies.

Overview: It is assumed that in order for an inservice program to be successful the teachers must perceive that they are receiving some intrinsic or extrinsic rewards. The purpose of this activity is to determine the motivations and rewards that teachers have responded to in their previous inservice programs and to solicit possible alternative procedures that could be implemented.

Step	Activity	Objective
1	The teachers will complete a survey (Worksheet VII)on what rewards they have received in the past for participating in inservice, and what they would prefer in the future.	To establish "as is" and "should be" on motivation and reward system.
2	After the workshop, the planning committee will tally the survey.	
3	The planning committee will examine possible alternatives to a reward system.	To establish constraints and alternatives.
4	The planning committee will prepare a set of recommendations on rewards.	To establish "could be".
5	Recommendations will be presented to teachers for acceptance.	To assist in the acceptance of the total inservice program.

WORKSHEET VII: MOTIVATION AND REWARDS

Motivation and rewards are essential elements of any education activity. Inservice programs are no exception. The immediate demands of your own teaching assignment frequently overshadow all other demands on your time. What we would like to find out is the rewards or motivations which you perceive as most attractive in your past and present experience.

From the list that follows select those items which you think motivated you in your own inservice program in the past five years. The items are not mutually exclusive, and may even be redundant, so check as many as might apply. If you could select one as the most significant, place an "*" next to it.

____1. Personal Satisfaction	____13. Tax Incentive
____2. Certification Requirements	____14. New Skills
____3. Professional Recognition	____15. Personal Goals
____4. Preparation for a New Position	____16. Needs of Students
____5. Requirements for Present Position	____17. Inservice Credit
____6. Overcoming an Identified Weakness	____18. Graduate Credit
____7. Keeping up with the "Joneses"	____19. Advanced Degree
____8. Need for Academic Stimulation	____20. Job Security
____9. Released Classroom Time	____21. Stipend
____10. Required Staff Project	____22. Job Senority
____11. Salary Increase	____23. Social Activity
____12. Instructional Materials	____24. Other: Please Specify

_____

Considering the definition for inservice developed as part of this planning process, select the three items from the above list that you think might be the most desireable to you in any inservice project in the near future.

____First Choice ____Second Choice ____Third Choice

How many years of teaching experience do you have? ____

What type of certification do you presently have? _____

What degrees do you hold? _____

PROCEDURES FOR THE ESTABLISHMENT OF LOCAL ASSUMPTIONS, CONDITIONS, AND CONSTRAINTS THAT AFFECT INSERVICE EDUCATION

TASK VIII

To allow the teachers the opportunity to have an open response on the characteristics of the inservice program they want.

Overview: It is the purpose of this activity to have the teachers speculate on the inservice program that they would like to see. The teachers will have been through the preceding tasks and should have had the opportunity to get a different perspective on inservice education. This exercise should allow them the opportunity to complete their input to the preliminary planning group.

It is hoped that through these exercises some ideas might emerge that will be both innovative and acceptable to the school staff. The steering committee should be looking for workable ideas rather than concepts.

Step	Activity	Objective
1	The teachers will be encouraged to complete Worksheet VIII. Approximately thirty minutes will be allowed, and the teachers will be told that they can use more if they want to.	To provide an opportunity for new ideas they might have overlooked in the other activities.
2	The planning committee will review the teachers' scenarios and abstract new or powerful ideas whenever possible, these ideas will be included in the planning recommendations.	
3	The planning committee will prepare a comprehensive set of recommendations for approval by the advisory council and the teachers.	

WORKSHEET VIII: SCENARIO

The final step in initial planning effort will be to have you suggest an ideal inservice program for your school. This ideal plan, or scenario, should reflect what you might consider the best of all possible worlds. You may want to include some of the ideas presented in other activities, but we are more interested in new and different ideas that might have a dramatic or special effect on the education of students in your school.

The paper will be anonymous so you need not worry about style or format. We are more concerned about ideas and suggestions that might make a difference. Write out your ideas in the space below, and on the other side of this sheet if necessary. Thank you.

APPENDIX B

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APPENDIX C

DEVELOPMENT OF PLAN FOR INSERVICE EDUCATION

1. PLANNING COMMITTEE

2. ASSUMPTIONS, CONDITIONS & CONSTRAINTS

3. PROGRAM ELEMENTS

4. EVALUATION OF PLAN

PLANNING COMMITTEE

1. MEMBERSHIP
2. WORKSHOPS
3. TENTATIVE PLAN
4. NEGOTIATION
5. APPROVED PROGRAM

ASSUMPTIONS, CONDITIONS & CONSTRAINTS - PROCESS A

1. DEFINITION

2. GOVERNANCE

3. MANDATES

4. ROLES

5. RESOURCES

6. INCENTIVES

PROGRAM ELEMENTS - PROCESS B

1. NEEDS ASSESSMENT
2. COMMUNITY INVOLVEMENT
3. OBJECTIVES
4. CONTENT
5. METHOD OF INSTRUCTION
6. ALTERNATIVES
7. TEACHERS OF TEACHERS
8. MONITORING OF PROGRAM
9. CRITERIA

SCENARIO 1 - PARKLANE

1. PLANNING COMMITTEE

2. DEFINITION

3. NEEDS ASSESSMENT

4. LEARNING DISABILITIES & GIFTED STUDENTS

5. GRADUATE INTERNS

6. WORKSHOPS

SCENARIO II - PLEASANT VALLEY

1. PLANNING COMMITTEE

2. DEFINITION

3. GOALS & OBJECTIVES

4. PILOT STUDY

5. PLANNING GROUP

6. SUMMER INSTITUTE

SCENARIO III - FARMINGTON

1. PLANNING COMMITTEE
2. DEFINITION
3. TEACHER INTERVIEWS
4. INDIVIDUALIZED INSTRUCTION
5. INDIVIDUAL PROJECTS
6. CONSULTANTS

CRITERIA FOR EVALUATION OF THE PLAN - PROCESS C

1. COLLABORATION

2. EXTERNAL MANDATE CONSISTENCY

3. NEEDS ASSESSMENT

4. TRAINING ROLE OF THE TEACHER

5. ADEQUATE RESOURCES

6. INSTITUTIONALIZATION OF PROGRAM SUCCESSES

7. TEACHER UNIT DESIGN

8. REWARDS - INCENTIVES

9. BENEFITS & LIABILITIES

10. INDIVIDUALIZATION OF INSERVICE TRAINING

11. PROGRAM CONTENT

12. LONG & SHORT RANGE GOALS

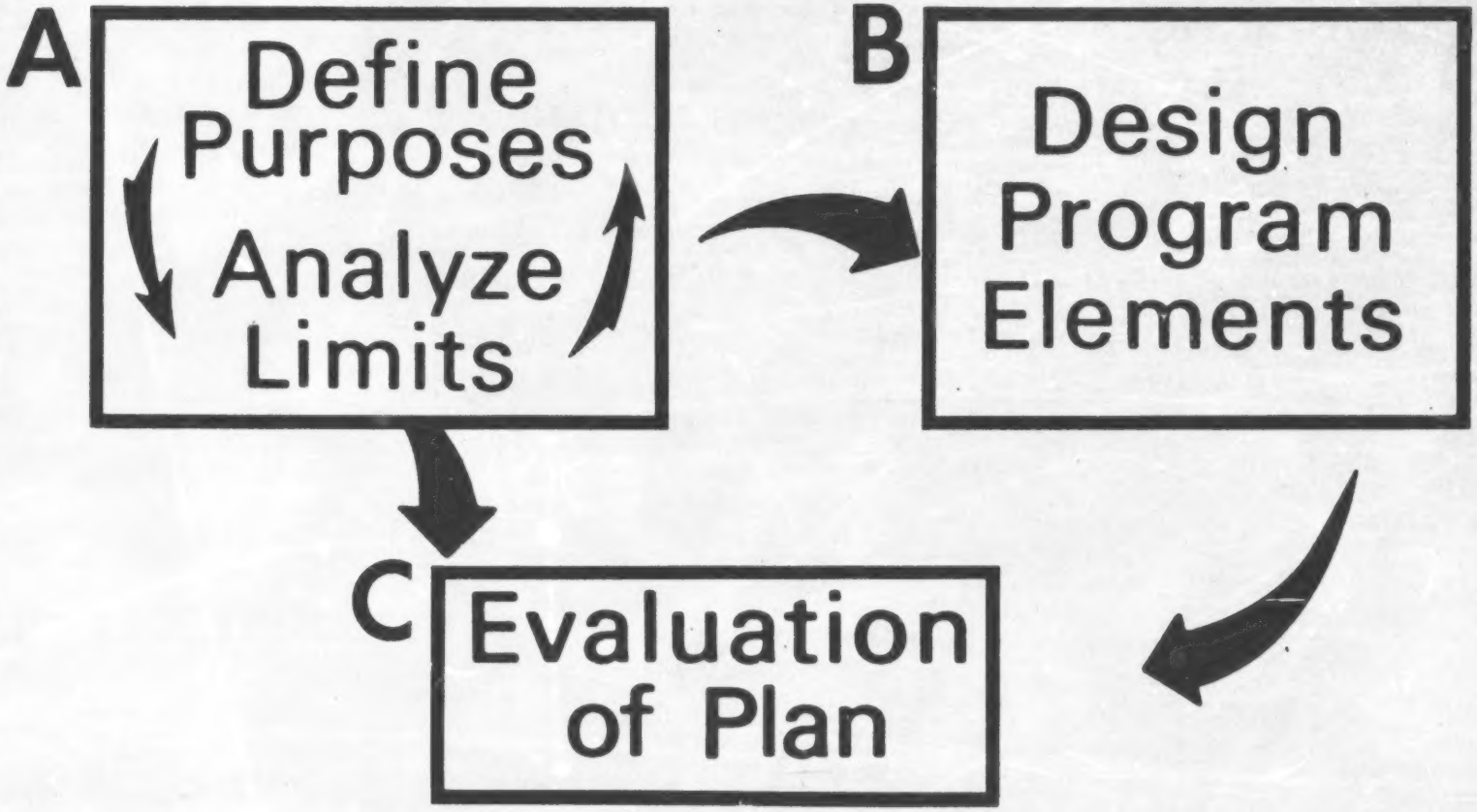
13. DELIVERY SYSTEM

14. ASSESSESSMENT OF INSERVICE PARTICIPATION

15. COMMUNITY INVOLVEMENT

16. PROGRAM MONITORING

PLANNING PROCESSES



APPENDIX D

SCRIPT FOR FILMSTRIP PRESENTATION

Slide	Narration
1	An introduction to a Planning Process for Inservice Education
2	...
3	...
4	...
5	What is meant by inservice education?
6	Is it the course that I have been taking for my certification?
7	What about the faculty meetings on the new science program?
8	What about the book I read on teaching reading? Was it part of my inservice program?
9	Could a trip to the Yukon be considered part of inservice?
10	There are teachers who would consider some, if not all, of the items mentioned as inservice education. These widely differing views indicate that no one definition of inservice education is accepted by everyone.
11	The purpose of this filmstrip presentation and the accompanying materials is to show how to develop an inservice project that meets local school needs.
12	After the completion of the activities which accompany this program, a local school staff will have established a program plan which is based on locally established principles; a plan that has been systematically reviewed.
13	This is a schematic diagram of the proposed planning model. As you can see, there are three blocks. These symbolize three processes of the planning model.
14	In this model, the first block represents Process A. This first step considers the overall goals and purposes for a local inservice education program. During the process, local conditions and constraints that might limit or influence the purposes of a particular program are analyzed. Process A leads to agreement on clearly stated purposes for a local inservice program.
15	Some of the questions to be considered in Process A are: what is the local definition of Inservice Education, who will be responsible for the inservice program, what factors limit local inservice programs, what will be the role of the teachers, what resources are available and what will be the incentives?

Script	Narration
16	Process B is the second step in the planning model and it involves specifying procedures for carrying out the goals and purposes of Process A. It is accomplished by a planning committee made up of teachers, administrators and/or representatives of other educational groups. The committee has the responsibility of preparing a tentative plan which considers the following questions.
17	How will the needs assessment be done? How will the community be involved? What are the program objectives? What will be the instructional content? What will be the method of instruction? How will the program provide for learning alternatives? Who will be the teachers of teachers? How will the program be monitored? and ... What criteria will be used for determining if the program is a success?
18	The planning committee will then come back to the teachers with their plan for consideration.
19	The third part of the planning model is Process C. This process involves evaluating inservice goals and procedures by reviewing certain critical areas. The evaluation identifies potential weaknesses in the plan before it is implemented.
20	These are some of the critical areas in the evaluation: collaboration, needs assessment, benefits and liabilities, delivery system and program monitoring.
21	These are the essential three processes of the planning model.
22	To assist in an understanding of the planning model, three scenarios will be presented in this filmstrip. The scenarios illustrate very different kinds of inservice programs, each of which is consistent with locally defined purposes and each of which effectively meets the needs of the local communities and schools.
23	"The meeting of specific needs of pupils." This purpose of inservice education was the basis for the first scenario.
24	The program began with a needs assessment. The assessment involved teachers, students and parents of the participating school.
25	From the needs assessment, two priori .es were established: (1) Identification of learning disabilities, and (2) A curriculum for gifted children.

Script	Narration
26	A local college was asked for assistance and they provided staff, materials, and support that enabled the local school to develop and implement the necessary changes.
27	Special workshops, conferences, and activities were planned ... by and for, teachers and parents.
28	The two priorities became the major thrusts for inservice education during the academic year.
29	Those who are interested in more details of the scenario will find it described in the monograph which accompanies this filmstrip.
30	"Any activity pursued by a teacher that relates to his or her professional development." This purpose for inservice eudcation underlined the development of our second scenario.
31	In this particular school, a group of teachers examined the district goals, district objectives, and committee reports which enabled them to identify broad areas of concern. The teachers decided that their initial effort at locally developed inservice would focus on one problem area -- the English curriculum.
32	A pilot program was undertaken. Alternative English courses were developed, and teachers were retrained to teach them. This pilot study demonstrated to the faculty of the school that these teachers could design inservice programs to meet local needs.
33	The total faculty then became involved in a comprehensive inservice program which addressed several other areas of concern.
34	The major feature of the inservice program was a summer institute which provided many alternative courses and workshops. Different kinds of incentives were also provided - stipends, inservice credit, college credit.
35	All the courses and workshops focused on the specific problem areas identified by the local faculty.
36	"Activities designed to meet the needs of teachers as instructional leaders." The third scenario was based on this purpose of inservice education.
37	A team of teachers interviewed the entire staff of the participating school, and established a list of teacher concerns. From this list, certain priorities were established.
38	Individual teachers then developed projects which were planned to meet the most frequently mentioned needs.

Slide	Narration
39	Each teacher then negotiated a contract with the principal, a college instructor and a representative of the local teacher association. Each contract became part of a joint project of the cooperating individual and agencies.
40	The three scenarios illustrate some of the different plans that are possible within the context of the planning model.
41	Each had at its base, principles which had been locally established, and a plan systematically reviewed.
42	Let us review the role of the teacher in the procedures.
43	In Process A, the teachers in the participating school will assist in the development of the purposes for the local inservice program, and analyzing local limitations.
44	In Process B, the teachers will be asked to review and modify an inservice plan developed by a planning committee. The planning committee will normally be made up of teachers, administrators and other interested individuals.
45	In Process C, the teachers will evaluate the plan and accept or reject it. The planning documents, which accompany this filmstrip, will assist in the evaluation by identifying certain critical areas.
46	The complete set of planning documents includes an informational booklet, a process guide and a monograph. The informational booklet could be used to introduce a group of teachers to the planning processes. The process guide provides detailed information on the process activities. The monograph contains the rationale for the planning processes.
47	This filmstrip will normally be followed by a question and answer period, and in some cases the question and answer period will lead into the first activities in Process A.